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ABSTRACT

In order to identify the educational needs and aspirations of graduating high school seniors in the service region of the University of Maine at Augusta, a survey instrument was designed and administered to 1,950 seniors at 19 institutions. In all, 1,744 completed surveys were returned, a 92 percent response rate. The data are sub-grouped into three regional categories by which summary data are reported so that regional differences may be identified. In addition, where appropriate, data from a national survey conducted by the Educational Testing Service are provided for comparative purposes. Findings report demographic characteristics of the survey population, including sex, family size, family income, and employment. The relationship of the variable of "income level" to the variables of "college intending to attend" and to "reasons for not attending college" is examined, along with the respondents' receptiveness to the establishment of a community college in the area. Finally, students indicate specific community college programs which would be of interest to them in the general areas of business administration, health services, human services, liberal arts, and miscellaneous. Data are tabulated, and highlights of the ETS survey used for comparison are appended. (NHM)

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ED119777

REGIONAL HIGH SCHOOL SENIOR SURVEY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Office Of Academic Planning
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Institutional Research

University Of Maine At Augusta

November 1975

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REGIONAL HIGH SCHOOL SENIOR SURVEY

Prepared by:

Office of Academic Planning and Research

Philip R. Day, Jr.
DIRECTOR

During late spring of 1975, a major external needs study was initiated by the Office of Academic Planning and Research in an attempt to provide the University of Maine at Augusta with some meaningful data about the needs and aspirations of a broad segment of the population within its service region.

Over the years it has become very clear that our existing potential and constituency was a "diverse" group of people . . . to say the least. We have always served more part-time students, who were usually older and employed, than our traditional full-time 18-20 year old college age students who are best represented in our day division. With this in mind, the decision was made that, if in fact, we wanted to generate reliable data about our constituency, a different approach would have to be utilized for the high school senior students and for the adult population living and working throughout our service region. The approaches utilized were as follows:

A. Adult Population - A market research study of perceived needs for post-secondary educational opportunities by the general population residing in the Greater Augusta Economic sub-district, the Greater Waterville Economic sub-district, and the Mid-Coast Economic sub-districts of Knox and Waldo counties. This study was conducted by Northeast Markets, Inc., and the results have been published in another form.

B. A survey of all existing adult education students attending evening classes at our central campus and in the educational centers to determine their plans and needs for continued study. These results will be published shortly.

C. A survey of all graduating high school seniors (1950 total) residing and attending school in the same districts covered by the market research study to determine their plans and needs for post-secondary educational opportunities.

It goes without saying that the soon to be completed follow-up study of 3,000 former UMA students and the nature and scope of their post-college activity will also provide us with some very valuable and detailed supplementary data.

The purposes of this report is to provide detailed and summary findings of the high school senior survey and its impact on the future development of our institution.

Methodology

Procedures followed for the study are outlined below:

1. Identification of participating institutions which were located within the three areas of Greater Augusta, Greater Waterville and the Mid-Coast Region - Knox and Waldo County. Total number included 19 institutions. (See appendix A for complete listing.)

2. Personal telephone contacts were made directly with every supervising principal and/or appropriate head

to inform them about the objectives of the study, and to solicit their support and cooperation for the project. One hundred percent agreed to participate actively during the implementation process.

3. The survey instrument (see Appendix B) was developed based upon the model utilized by the York County Community College's Service program (permission provided) and adopted and modified to meet our specific needs.

4. The survey was distributed to the participating institutions who administered the actual survey in early morning "home room" classes to all graduating high school seniors. 1744 completed surveys were returned of which 115 were from the Adult Education classes held in five (5) area high schools in the Mid-Coast region.

5. The data from the total survey was grouped into five composite categories. They are the following:

   A. Total Area Response (TAR)
   B. Mid-Coast
   C. Augusta-Waterville
   D. Greater Augusta
   E. Mid-Coast Adult Education

   Summary data for each category was reported in order to make comparative judgments of regional differences in terms of needs and aspirations for post-secondary education. Another consideration was that in utilizing this approach, reliable data could be generated on a sub-regional level with the hope that it could provide our three educational opportunity centers with specific information on their most "immediate" constituencies.

6. Additionally, where appropriate, data has also been provided from the "National Longitudinal Study of the High School Class of 1972" conducted by the Educational Testing Service for the National Center for Education Statistics, U. S. Department of H.E.W. Not all of the data from this comprehensive study is provided. An effort has been made to provide the results of those specific questions which are compatible with specific questions on our own survey. It is hoped that the reader will be able to make meaningful comparative judgements between our regional data and the data in a national study of this type. Copies of the National study can be requested from:

   U.S. Government Printing Office
   Superintendent of Documents
   Washington, D. C. 20402
   Price $1.90

   Highlights of the study's results are attached in Appendix C.

SUMMARY OF DETAILED FINDINGS

1. Of the potential target population of approximately 1900 graduating high school seniors from within the target region, 1744 returned completed surveys which were in usuable form for the study. Of this number, 47.8% (834) were males and 51.4% (897) were females.

2. The mean number of children per family was 4.2 (all areas), making the mean family size equal to 6.2 which is significantly high.

3. A significantly high percentage (56.01) of our "potential" clients fall below the adjusted gross income level of $7,350. These figures on the general population seem to correspond with existing data which is available on Average Income for all Families and Unrelated Individuals (based upon 1969 census data) for the counties of Kennebec, Knox and Waldo.[1] Those figures appear below.

Average Income - 1969

All Families and Unrelated Individuals

County	Number	Median	Mean
Kennebec	32,227	$6,998	$7,871
Knox	10,548	$5,991	$6,982
Waldo	7,810	$6,077	$7,094

Related statistics for the same counties on Percent of Households with After Tax Cash Income breaks down in the following manner:

Percent of Households with AFTER TAX CASH Income - 1973[2]

County	$0 - 2,999	$3 - 4,999	$5 - 7,000	Total
Kennebec	11.3%	9.4	21.0	41.7
Knox	13.5%	10.8	20.8	45.1
Waldo	14.7%	12.4	22.6	49.7

4. Given their financial "state of affairs," it is interesting to note that better than 58% are working in some capacity (part or full-time) while attending high school.

[1]Maine State Planning Office, Profile of Poverty - Maine, State of Maine, Division of Economic Opportunity, January 1975.

[2]Ibid., pg. 11

5. Added significance should be given to the fact that, upon further analyses, it has been determined that 46.1% of the respondents who indicated that their total family income was below $12,000, also indicated that they were enrolled in a college preparatory program. The reader should keep in mind that, of the total group surveyed, and for those who indicated their family income levels were below the $12,000 level, 56.01 percentage of this group were below the adjusted total family income level of $7,350 when the factors relating to mean family size, dependency allowance, etc., are taken into consideration. Evidently, their financial conditions have not significantly effected their aspirations for college as measured by the fact that 48.5% of the students who indicated total family income above $12,000 were also enrolled in the same program as well. However, if we isolate just those students who indicated that their families were below $8,000 income level, it is interesting to note that only 32.2% indicated that they were enrolled in a college preparatory program in their high school. It would seem reasonable to assume that the factor of very low income level does indeed have its effect on students' perceived aspirations. A specific breakdown of responses by income level and program are listed below:

	Variable Income Level		
Variable High School Program	Below $8,000	$8,-12,000	Above $12,C00
1. College Prep. or Academic	122 (32.2%)	236 (39.4)	376 (63.0)
2. Voc./Tech. or Indust.	68 (17.9)	109 (18.2)	66 (11.1)
3. Commercial/Business	75 (19.8)	131 (21.9)	83 (13.9)
4. General	68 (17.9)	80 (13.4)	49 (8.2)
5. Other	26 (6.9)	29 (4.8)	15 (2.5)
	379	599	597

6. The variable of "Income Level" was examined further to explore its relationship with the variable of "College Intending to Attend." While no correlation analysis was conducted, the frequency distribution of percentage and actual numbers on a cross-tabulation of both variables yielded some interesting information. While the choices of "UMA" and/or "another UM campus" attracted 29% of the total responses, the table on the following page would seem to indicate that on a percentage basis fewer people, who were below the $8,000 income level, expressed an interest in UMA/UM than others from the same income level (44.9) who expressed an interest in K.V.V.T.I. and/or E.M.V.T.I. It is obvious that the "possibility" of gainful employment after attending a V.T.I. seems to be a drawing card for "low income students."

Variable Income Level

Variable College Intending to Attend	N =	Below $8,000	$8,000-$12,000	Above $12,000
1. UMA	135 (7.7)	29 (21.5)	49 (36.3)	
2. Another UM campus	371 (21.3)	60 (16.2)	107 (28.8)	186 (50.1)
3. Unity/Thomas or other	98 (5.6)	22 (22.4)	26 (26.5)	44 (44.9)
4. College/Univ. outside Maine	194 (11.1)	23 (11.9)	45 (23.2)	113 (58.2)
5. Two-year or junior college in Maine	34 (1.9)	8 (23.5)	12 (35.3)	12 (35.3)
6. Two-year or junior college outside Maine	45 (2.6)	11 (24.4)	12 (27.3)	18 (41.0)
7. K.V.V.T.I. or E.M.V.T.I.	49 (2.8)	22 (44.9)	13 (26.5)	13 (26.5)
8. Another V.T.I.	120 (6.8)	31 (25.8)	40 (33.3)	37 (30.9)
9. Another type of vocational school	180 (10.3)	32 (17.8)	78 (43.3)	48 (26.7)

7. The relationship between "income level" and "reasons for not attending" was also cross-tabulated with the following results:

   A. 71.3% of the respondents (233), who indicated lack of money was one reason for not continuing their education, fell below the total family income level of $12,000.

   B. 61% of the respondents (259), who indicated they had "no interest in going on" were below the total family income level of $12,000.

   C. 63.6% of the respondents (162), who indicated that they "must work," were below the total family income level of $12,000.

   D. 68.3% of the respondents (139), who indicated they had "had enough," were above the income level of $8,000.

   E. 65% of the respondents (60), who indicated they "didn't need," also were above the income level of $8,000.

   F. 69.2% of the respondents (78), who indicated that they couldn't get in," were above the income level of $8,000.

G. 71.1% of the respondents (142), who indicated they were "getting married," were below the total family income level of $12,000.

8. An overwhelming majority of the high school seniors (1068/61.2%) indicated that they intended to further their education. This is particularly significant since data is available for each of the districts in which these students are located that would seem to indicate that many of the students will be unsuccessful in realizing their intentions and/or goals. For example, the average educational attainment level for the counties involved in the study averages out to be 12.13 years. We know for a fact that Maine ranks 50th in the United States in terms of the number of students who go on to further education. Either these students have completely unrealistic goals or they are running into obstacles (money, motivation, academic success, availability of programs, etc.) that will dramatically affect the degree to which they may realize these goals. I sense, judging from the data available in this report, that it would be for the latter reasons.

9. In view of the above, it is interesting to note that when asked about what their choices would be if all the obstacles were removed, the combination of "one of UM campuses" (N = 403/23.1%) and "a community college within commuting distance offering 2-year career and transfer programs" (N = 103/5.9%) accounted for 30% of the total responses. Additionally, attendance at a "college or university outside of Maine, appeared to have the biggest net gain of interest followed by the vocational technical institutes when you compare the results of items 2B with 2D.

10. It is also quite apparent to the author that a "lack of understanding" about what a community college is all about in terms of its programs and services would seem to be indicative of the type of response that was received concerning the degree of interest in attending such an institution if one were to be established within reasonable commuting distance. This may be indicative of our lack of any systematic public relations effort as well as the need to generate more interest via community service programs and outreach activities.

11. In terms of the data reflecting the potential program interest of the graduating seniors, the following are pertinent.

    A. Business related professions continue to be the primary interest area of a greater percentage of the students.

    B. Accounting, Fine Arts/Music, and Child Care, as specific academic programs, were ranked 1 (15.3%) and 2 (14.0%) and 3 (13.8%) respectively insofar as interest level is concerned.

    C. The law enforcement related programs in the Human Services category when taken together attracted 19.2% of the responses.

    D. The Human Services field, particularly the law enforcement and Social Work/Recreation Aide/Child Care Aide cluster, have generated a high degree of interest.

E. The Health Services area, while relatively low on a percentage basis, shows a high degree of consistency between all of the career options. Particular attention should be noted of the degree of interest in the Medical Technology program in the Waterville area.

The information above is by no means exhaustive. Further analysis will be explored, but it is the feeling of the author that the data made available to us provides some preliminary findings which can be brought tc bear on our institutional planning process.

Special note of appreciation must go to the participating institutions and their staff. Copies of the findings will be made available to them for their own institutional purposes.

Detailed Findings

1. Demographic Characteristics

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC.
A. Sex	N (%)	N (%)	N (%)	N (%)	N (%)
Male	834(47.8)	282(44.8)	255(51.3)	231(45.9)	66(57.4)
Female	897(51.4)	342(54.4)	241(48.5)	271(53.9)	43(37.4)
	1,731(99.2)*	624(99.2)	496(99.8)	502(99.8)	109(94.8)

B. Number of Children in Family

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC.
One	83(4.8)	30(4.76)	16(3.21)	30(5.96)	7(6.08)
Two	289(13.7)	90(14.30)	64(12.87)	68(13.51)	17(14.78)
Three	380(21.8)	137(21.78)	102(20.52)	116(23.06)	25(21.73)
Four	324(18.6)	107(17.01)	98(19.71)	104(20.67)	15(13.04)
Five	292(16.7)	112(17.80)	83(16.70)	78(15.50)	19(16.52)
Six	167(9.6)	65(10.33)	52(10.46)	43(8.54)	7(6.08)
Seven	110(6.3)	35(5.56)	37(7.44)	32(6.36)	6(5.21)
Eight or more	130(7.5)	46(7.31)	44(8.45)	31(6.16)	4(7.82)
Mean Number of Children in Family	4.2	4.55	4.4	4.07	3.71

*.8 were left blank or provided inappropriate response.

C. Approximate Family Income Level

	TOTAL	MID/CT.	WATER	AUG.	AD. ED./MC
Under $ 8,000	379(21.7)	171(27.2)	73(14.7)	87(14.7)	48(41.7)
$8,000 - $12,000	599(34.4)	217(34.5)	174(35.0)	174(34.6)	34(29.6)
Over $12,000	597(34.2)	173(27.5)	206(41.4)	194(38.6)	24(20.9)
TOTAL	1,575(90.3)	561(90.3)	453(91.1)	455(90.5)	106(92.2)
Blank	166(9.5)	67(10.6)	44(8.9)	46 (9.1)	9(7.8)
Other	3(.2)	1(.1)		2 (.4)	
	1,744(100%)	629(100%)	497(100%)	503(100%)	115(100%)

Note: Special consideration should be given to relating number of children in family (B) and income level (C) in order to approximate what Total Adjusted Income level is, and how it gives us a better idea of the types of people we will be serving in the future. For example, if you take the end point of the second range under income ($8,000 - $12,000) which would be $12,000, and then subtract the mean number of children + 2 (parents) x $750 (dependency allowance under FICA), you do receive a more accurate picture of the importance of the data. It breaks down by regions in the following manner:

D. Adjusted Income Level

REGIONS	ADJUSTED INCOME LEVEL	PERCENT OF RESPONDENTS BELOW THIS CATEGORY
1. Total Area	$ 7,350	56.07
2. Mid/Coast	$ 7,050	61.67
3. Waterville	$ 7,200	49.69
4. Augusta	$ 7,425	51.88
5. Adult Ed./MC	$ 7,725	71.29

E. Do they presently have a full or part-time job?

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
	N (%)	N (%)	N (%)	N (%)	N (%)
Yes	1,019(58.4)	370(58.8)	282(56.7)	298(59.2)	69(60.0)
No	714(40.9)	252(40.1)	212(42.7)	204(40.6)	46(40.0)

F. Did your mother and father attend college?

	TOTAL		MID/CT.		WATER.		AUG.		AD. ED./MC	
	M	F	M	F	M	F	M	F	M	F
Yes	22.5	26.4	23.5	24.6	21.7	28.97	25.0	29.8	9.6	9.6
No	76.4	71.9	75.7	73.8	77.9	70.2	74.0	68.6	85.2	83.5

G. If yes, did they graduate?

	M	F	M	F	M	F	M	F	M	F
Yes	40.6	48.	40.1	45.5	45.9	53.3	42.1	51.4	14.0	18.4
No	59.4	52.	59.9	54.5	54.1	46.7	57.9	48.6	86.0	81.6

H. High School Program Presently Enrolled In

	TOTAL AREA	MID/CT.	WATER.	AUG.	AD. ED./MC
College prep. or academic	776(44.5)	270(42.9)	256(51.5)	237(47.1)	13(11.3)
Voc./Tec. or Indust.	270(15.5)	90(14.3)	82(16.5)	92(18.3)	6(5.2)
Commercial/Bus.	332(19.0)	117(18.6)	102(20.5)	107(21.3)	6(5.2)
General	232(13.0)	107(17.0)	45(9.1)	52(10.3)	28(24.3)
Other	77(4.41)	25(4.0)	6(1.2)	10(2.0)	36(31.3)

H. 1. Data from National Longitudinal Study of High School Students

Question 02. Which of the following best describes your present high school program?

Response	All Students	Sex: Male	Sex: Female
Weighted Percentage of Students			
Total	100.0	100.0	100.0
General	32.9	34.6	31.1
Academic or College Preparatory	42.9	45.3	40.5
Vocational or Technical: Agricultural Occupations	1.6	2.7	0.4
Vocational or Technical: Business or Office Occupations	12.0	3.1	20.9
Vocational or Technical: Distributive Education	2.5	2.8	2.2
Vocational or Technical: Health Occupations	0.9	0.4	1.5
Vocational or Technical: Home Economics Occupations	1.1	0.1	2.1
Vocational or Technical: Trade or Industrial Occupations	6.0	11.0	1.2
Number of Students Answering Question	16177	7963	8087

I. High School Standing

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
Upper Half	916(52.5)	338(53.7)	276(55.6)	270(53.7)	32(27.81)
Lower Half	192(11.00)	65(10.3)	55(11.1)	66(13.1)	6(5.2)
Don't Know	555(31.8)	195(31.0)	156(31.4)	157(31.2)	47(40.9)

J. Grade which best approximates your grade average in high school

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
A. Average	159(9.1)	58(9.2)	44(8.9)	53(10.5)	4(3.5)
B. Average	835(47.9)	300(47.1)	251(50.5)	251(49.9)	33(28.7)
C. Average	620(35.6)	229(36.4)	181(36.4)	177(35.2)	33(28.7)
D. Average	37(2.1)	15(2.4)	7(1.4)	9(1.8)	6(5.2)
Below D Average	9(.5)	5(.8)	1(.2)	2(.4)	1(.9)

J. 1. Data from National Longitudinal Study of High School Students

Question 05. Which of the following best describes your grades so far in high school?

Response	All Students	Sex		High School Program		
		Male	Female	Acad	Gen'l	Voc
Weighted Percentage of Students						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Mostly 'A' (A Numerical Average of 90-100)	9.2	6.2	12.3	17.3	3.0	2.8
About Half 'A' and Half 'B' (85-89)	19.4	14.8	24.0	27.7	11.6	13.9
Mostly 'B' (80-84)	20.7	19.2	22.2	23.7	17.0	19.8
About Half 'B' and Half 'C' (75-79)	28.1	30.8	25.3	22.1	32.9	32.9
Mostly 'C' (70-74)	14.6	17.7	11.4	7.4	21.2	19.1
About Half 'C' and Half 'D' (65-69)	6.8	9.3	4.3	1.6	11.8	10.1
Mostly 'D' (60-64)	1.0	1.6	0.4	0.2	2.0	1.3
Mostly Below 'D' (Below 60)	0.2	0.3	0.1	0.0	0.5	0.1
Number of Students Answering Question	16302	8017	8156	6867	5150	4005

2. Post-secondary Educational Aspirations, Needs and Choices

A. After graduation, do you intend to further your education?

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
Yes	1,068(61.2)	362(61.98)	320(64.4)	318(63.2)	68(59.1)
No	565(32.4)	222(35.3)	155(33.2)	163(32.4)	25(21.1)

A. 1. Data from National Longitudinal Study of High School Students

Question 29. What is the highest level of education that you would like to attain, and that which you plan to attain?

Response	All Students	Sex		High School Program		
		Male	Female	Acad	Gen'l	Voc
Would like to Attain						
Weighted Percentage of Students						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Less than High School Graduation	0.7	0.6	0.8	0.3	0.9	1.1
Graduate from High School but not Go Beyond That	5.7	4.9	6.5	1.6	8.3	13.0
Graduate from High School and then Go to a Vocational, Technical, Business, or Trade School	19.3	17.7	20.8	7.1	26.8	40.9
Go to a Junior College	8.4	6.4	10.3	4.2	12.1	13.6
Go to a Four-Year College or University	29.2	29.6	28.7	32.1	29.8	20.9
Go to a Graduate or Professional School After College	36.8	40.8	33.0	54.7	22.0	10.5
Number of Students Answering Question	10986	5275	5626	5578	2981	2277

2. Cont'd.

B. If the answer to question A is "yes," check all schools to which you are applying.

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
UMA	135(7.7)	25(3.97)	31(6.23)	73(14.51)	6(5.2)
Another UM campus	371(21.3)	151(24.0)	107(21.5)	107(21.27)	6(5.2)
Unity/Thomas/other private	98(5.6)	31(4.9)	32(6.4)	31(6.2)	4(3.5)
College/Univ. outside Maine	194(11.1)	62(9.9)	78(15.7)	50(9.9)	4(3.5)
A 2-yr. junior college in Maine	34(1.9)	14(2.2)	11(2.2)	6(1.2)	3(2.6)
A 2-yr. junior college outside of Maine	45(2.6)	13(2.1)	17(3.4)	12(2.4)	3(2.6)
K.V.V.T.U. ir E.M.V.T.I.	49(2.8)	19(3.0)	17(3.4)	9(1.8)	4(3.5)
Another Maine V.T.I.	120(6.9)	41(6.5)	31(6.2)	31(6.2)	17(14.8)
Another type of Vocational school	180(10.3)	68(10.8)	42(8.5)	48(9.5)	22(19.1)

B. 1. Data from National Longitudinal Study of High School Students

Question 70. Which of the following best describes the college at which you plan to study?

Response	All Students	Sex		High School Program		
		Male	Female	Acad	Gen'l	Voc
Weighted Percentage of Students						
Total	100.0	100.0	100.0	100.0	100.0	100.0
A Two-Year College (Junior College, Technical Institute, Vocational School, or Community College)	31.1	29.9	32.3	21.4	49.1	58.7
A Four-year College or University	64.5	64.9	64.2	75.6	43.5	33.9
Have Not Decided Yet	4.4	5.2	3.5	2.9	7.3	7.4
Number of Students Answering Question	8337	4180	4092	5548	1857	808

2. Cont'd.

C. If not, why not (check as many as are appropriate)?

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
Lack of money	233(13.4)	84(13.4)	60(12.1)	65(12.9)	24(20.9)
No interest	259(14.9)	101(16.1)	76(15.3)	69(13.7)	13(11.3)
Parents don't want me	20(1.1)	7(1.1)	5(1.0)	5(.99)	3(2.6)
Have to work	162(9.3)	65(10.3)	36(7.2)	48(9.5)	13(11.3)
Tired of school, had enough education	139(7.97)	54(8.6)	40(8.1)	38(7.6)	7(6.1)
Can get ahead without college education	60(3.4)	28(4.5)	13(2.6)	18(3.6)	1(.9)
Going in Service	83(4.8)	29(4.6)	21(4.2)	29(5.8)	4(3.5)
No programs nearby that interest me	59(3.4)	21(3.3)	10(2.0)	24(4.8)	4(3.5)
Don't think I can get in with my High School record	78(4.5)	29(4.6)	17(3.4)	27(5.4)	5(4.3)
Plan to be married	142(8.1)	54(8.6)	43(8.7)	40(7.95)	5(4.3)
Other	75(4.3)	38(6.0)	17(3.4)	14(2.8)	6(5.2)

2. Cont'd.

C. 1. Data from National Longitudinal Study of High School Students

Question 37. Here are some reasons others have given for not continuing their education full time during the year after they leave high school. Which of these reasons apply to you? (Items are in descending sequence by 'All Students' percentage)

Response	All Students	Sex		High School Program		
		Male	Female	Acad	Gen'l	Voc
Weighted Percentage of Students Who Answered 'Applies to Me'						
My Future Plans Do Not Require More Schooling	47.7	40.5	54.0	35.8	44.3	54.8
Want to Take a Break, May Attend School Later	44.1	44.4	44.0	52.1	46.9	38.7
Plan to be Married	39.6	30.6	47.7	35.8	39.9	40.7
Need to Earn Money Before I Can Pay for Further Schooling	33.9	34.4	33.6	46.4	36.6	28.1
School is Not for Me; I Don't Like It	28.6	32.8	24.9	22.2	29.0	30.2
Poor High School Grades or Poor Scores on College Admission Tests	19.2	23.7	15.2	12.9	24.4	16.7
Need to Earn Money to Support My Family	14.9	16.6	13.4	10.8	15.7	15.7
Failure to Find Out in Time about Admission Requirements, Cost of Attending, Availability of a School in the Area, etc.	10.1	12.1	8.2	13.5	10.8	8.5
Lack of High School Credits Required for College Entrance	8.1	9.6	6.7	3.1	10.3	7.6
Discouraged from Continuing by Parents	7.6	6.6	8.5	6.2	8.4	7.3
Am Waiting to Enter Armed Service	6.6	11.7	2.0	4.7	7.6	6.3
Lack of a School within Commuting Distance of my Home	4.3	5.2	3.6	2.4	5.7	3.8

2. Cont'd.

C. 1., Question 37 Cont'd.

Response	All Students	Sex		High School Program		
		Male	Female	Acad	Gen'l	Voc
Discouraged from Continuing by Teachers or Counselor	4.1	5.1	3.3	2.4	3.9	5.1
Applied at One or More Schools, but was not Accepted	2.9	4.1	1.7	3.8	2.8	2.4
Other	35.0	37.8	32.4	32.1	37.2	33.3

2. Cont'd.

D. Whether you are or are not, assume you had your choice, which one would you choose if you were sure of being accepted at all of them?

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
One of UM campuses	403(23.1)	140(22.3)	108(21.7)	137(27.2)	18(15.7)
A private college in Maine	115(6.6)	44(6.99)	36(7.2)	34(6.8)	1(.9)
A college/univ. outside of Maine	258(14.8)	80(12.7)	102(20.5)	74(14.7)	2(1.7)
A community college within community distance offering 2-yr. career and transfer programs	103(5.9)	51(8.1)	18(3.6)	18(3.6)	16(13.9)
A V.T.I.	255(14.6)	98(15.6)	70(14.1)	69(13.7)	18(15.7)
Another type of Voc./Occ. school (beauty, business, or hospital-based nursing	203(11.6)	82(13.0)	48(9.7)	50(9.9)	23(20.0)
None - not interested	131(7.5)	47(7.5)	38(7.6)	37(7.4)	9(7.8)

D. 1. Data from National Longitudinal Study of High School Students

Question 31. What is the one thing that most likely will take the largest share of your time in the year after you leave high school?

Response	All Students	Sex		High School Program		
		Male	Female	Acad	Gen'l	Voc
Weighted Percentage of Students						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Working Full Time	25.6	24.9	26.3	8.6	33.3	46.6
Entering an Apprenticeship or On-the Job Training Program	2.8	4.1	1.6	1.2	4.7	3.6
Going into Regular Military Service (Or Service Academy)	3.5	6.2	0.9	2.3	4.8	4.2
Being a Full-Time Homemaker	2.8	0.1	5.5	0.9	3.9	4.7
Taking Vocational or Technical Courses at a Trade or Business School Full Time or Part Time	9.1	7.4	10.8	4.7	11.0	14.9
Taking Academic Courses at a Junior or Community College Full Time or Part Time	10.8	10.9	10.7	13.6	10.9	5.3
Taking Technical or Vocational Subjects at a Junior or Community College Full Time or Part Time	5.4	5.3	5.5	4.9	5.8	6.0
Attending a Four-year College or University Full Time or Part Time	33.6	34.3	32.9	60.4	16.7	6.5
Working Part Time, but Not Attending School or College	2.1	1.9	2.3	1.0	3.1	2.7
Other (Travel, Take a Break, No Plans)	4.1	4.9	3.4	2.3	5.7	5.4
Number of Students Answering Question	16132	7935	8072	6824	5084	3947

2. Cont'd.

D. 2. Data from National Longitudinal Study of High School Students

Question 81. If there were no obstacles, what would you most like to be doing during the year after you leave high school?

Response	All Students	Sex		High School Program		
		Male	Female	Acad	Gen'l	Voc
Weighted Percentage of Students						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Working Full Time	22.4	23.3	21.5	7.8	29.2	40.4
Entering an Apprenticeship or On-the-Job Training Program	3.5	5.2	1.8	1.7	5.2	4.8
Going into Regular Military Service or to a Service Academy	3.0	5.2	0.8	2.2	3.7	3.6
Being a Full-time Homemaker	3.3	0.1	6.5	1.7	4.1	5.0
Attending a Vocational, Technical, Trade, or Business School	7.7	6.2	9.3	4.2	9.2	12.4
Taking Academic Courses at a Junior or Community College	6.8	6.8	6.8	8.1	6.9	4.0
Taking Technical or Vocational Subjects at a Junior or Community College	4.3	4.3	4.3	3.6	4.8	4.8
Attending a Four-Year College or University	30.7	31.6	29.9	52.6	16.9	8.2
Working Part Time	2.8	2.2	3.4	1.3	4.2	3.9
Other (Travel, Take a Break, No Plans)	15.5	15.0	15.8	16.8	15.7	12.8
Number of Students Answering Question	15931	7829	7983	6775	4987	3892

2. Cont'd.

E. Assume that a community college was established within reasonable commuting distance of your home, and that you could obtain a 2-yr. degree plus have the possibility of going on to a 4-yr. college after graduation. Do you think you would attend such a community college?

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
Yes	769(44.1)	295(46.9)	185(37.2)	225(44.7)	64(55.7)
No	836(47.9)	292(46.2)	283(56.9)	231(45.9)	30(26.1)

2. Cont'd.

F. Maximum distance willing to travel to participate in these offerings.

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
10 miles	295(16.9)	79(12.6)	92(18.5)	102(20.3)	22(19.1)
20 miles	399(22.9)	142(22.6)	114(22.9)	112(22.3)	31(26.95)
30 miles	234(13.4)	96(15.3)	51(10.3)	67(13.3)	20(17.4)
40 miles	147(8.4)	67(10.7)	30(6.0)	41(8.2)	9(7.8)
Other	253(14.5)	109(17.3)	69(13.9)	67(13.3)	8(6.95)

3. If yes, would you attend

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
Part time	444(51.0)	178(53.13)	91(42.5)	121(48.8)	54(73.97)
Full time	426(48.96)	157(46.9)	123(57.5)	127(51.2)	19(26.0)

G. 1. Data from National Longitudinal Study of High School Students

Response	All Students	Sex		High School Program		
		Male	Female	Acad	Gen'l	Voc
Weighted Percentage of Students						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Regular Classes Full Time	79.6	78.2	81.0	87.5	63.4	61.4
Regular Classes Part Time	9.5	10.1	8.9	4.7	18.6	21.8
By Correspondence Only	0.3	9.3	9.3	0.2	0.6	0.3
I Don't Know	10.6	11.4	9.7	7.6	17.4	16.5
Number of Students Answering Question	8336	4173	4097	5547	1858	807

2. Cont'd.

H. Assuming that the following Associate Degree (two-year) programs were available to you at a community college, check the <u>three</u> programs which would be of most interest to you.

<u>Business Administration</u>

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
A. Accounting	267(15.3)	83(13.2)	86(17.3)	90(17.9)	8(6.95)
B. Banking and Finance	139(7.97)	46(7.3)	42(8.5)	47(9.3)	4(3.5)
C. Computer Sciences	174(9.97)	56(8.9)	56(11.3)	49(9.7)	13(11.3)
D. Secretarial Sciences	205(11.8)	81(12.9)	53(10.7)	63(12.5)	8(6.95)
E. Real Estate	113(6.5)	37(5.9)	41(8.24)	28(5.6)	7(6.1)
F. Insurance	85(4.9)	25(3.97)	23(4.6)	30(5.96)	7(6.1)
G. Marketing, Retailing and Merchandising	181(10.4)	74(11.8)	54(10.9)	46(9.14)	7(6.1)
H. General Business Management	178(10.2)	63(10.01)	49(9.9)	47(9.34)	19(16.5)
I. Hotel-Motel Mgmt.	106(6.1)	39(6.20)	27(5.4)	31(6.2)	9(7.8)
J. Food Services or Restau. Mgmt.	150(8.6)	61(9.69)	42(8.5)	38(7.6)	9(7.8)
K. Transportation Mgmt.	120(6.9)	38(6.04)	38(7.6)	34(6.8)	10(8.7)

2 Cont'd. (Section H.)

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
Health Services					
A. Health Care Admin.	81(4.6)	34(5.4)	21(4.2)	25(4.97)	1(.9)
B. Licensed Practical Nurse	79(4.5)	27(4.3)	22(4.4)	14(2.8)	16(13.9)
C. Medical Lab. Tech.	131(7.5)	44(6.99)	47(9.5)	34(6.8)	6(5.2)
D. Registered Nurse	113(6.5)	47(7.5)	25(5.0)	32(6.4)	9(7.8)
E. Dental Assist. or Hygienist	99(5.7)	36(5.7)	27(5.4)	31(6.2)	5(4.3)
F. Therapy Assist. or Aide	124(7.1)	47(7.5)	37(7.4)	31(6.2)	9(7.8)
G. Allied Health and Social Science	46(2.6)	16(2.5)	15(3.0)	13(2.6)	2(1.7)
Human Services					
A. Community Service Aide	45(2.6)	16(2.5)	11(2.2)	14(2.8)	4(3.5)
B. Criminal Justice	134(7.7)	40(6.4)	34(6.8)	50(10.5)	7(5.1)
C. Correctional or Probation Aide	77(4.4)	28(4.5)	20(4.0)	22(4.4)	7(6.1)
D. Law Enf. Tech.	123(7.1)	43(6.8)	32(6.4)	38(7.6)	10(8.7)
E. Public Adminis.	37(2.1)	17(2.7)	11(2.2)	7(1.4)	2(1.7)
F. Mental Health Tech.	81(4.6)	28(4.5)	27(5.4)	23(4.6)	3(2.6)
G. Social Work Aide	153(8.8)	53(8.4)	52(10.5)	34(6.8)	14(12.2)
H. Recreation Aide or Management	115(6.6)	58(9.2)	15(3.0)	37(7.8)	3(2.6)
I. Child Development or Child Care Field	240(13.8)	91(14.5)	59(11.9)	77(15.3)	13(11.3)

2. Cont'd. (Section H.)

Liberal Arts

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
A. Art or Music	245(14.0)	96(15.3)	54(10.9)	80(15.9)	15(13.0)
B. General Ed.	131(7.5)	47(7.5)	43(8.7)	32(6.36)	9(7.8)
C. Liberal Studies	93(5.3)	29(4.6)	32(6.4)	31(6.16)	1(.86)

Miscellaneous

	TOTAL	MID/CT.	WATER.	AUG.	AD. ED./MC
A. Marine Science	138(7.9)	51(8.1)	35(7.0)	38(7.6)	14(12.2)
B. Building Tech.	84(4.8)	42(6.7)	16(3.2)	17(3.4)	9(7.8)
C. Mech. Eng. Tech.	135(7.7)	46(7.3)	39(7.8)	33(6.6)	17(14.8)
D. Elec. Eng. Tech.	123(7.1)	44(6.99)	40(8.0)	29(5.8)	10(8.7)
E. Civil Eng. Tech.	51(2.9)	10(1.6)	19(3.8)	19(3.8)	3(2.6)
F. Chem. Eng. Tech.	54(3.1)	12(1.9)	32(6.4)	8(1.6)	2(1.7)
G. Archit. Eng. Tech.	84(4.8)	19(3.0)	26(5.2)	33(6.56)	6(5.2)
H. Environ. Tech.	111(6.4)	49(7.8)	26(5.2)	32(6.36)	4(3.5)
I. Animal Med. Tech.	139(7.97)	61(9.7)	35(7.0)	37(7.4)	6(5.2)
J. Educa. Aide or Assistant	51(2.9)	17(2.7)	9(1.8)	18(3.6)	7(6.1)
K. Communications	82(4.9)	31(4.9)	29(5.8)	20(3.97)	5(4.34)
L. Journalism	83(4.8)	46(6.4)	19(3.9)	20(3.97)	4(3.5)
M. Library Sciences	25(1.4)	4(.6)	5(1.0)	14(2.8)	2(1.7)
N. Math or Stat. Tech.	43(2.5)	9(1.4)	17(3.4)	16(3.2)	1(.86)

2. Cont'd.

H. 1. Data from National Longitudinal Study of High School Students

Question 69. Which of the following fields of study is your first choice, and which is your second choice?

Response

Selected as First Choice	All Students	Sex		Acad	Gen'l	Voc
		Male	Female			
Weighted Percentage of Students						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture (For Example, Agricultural Economics, Agronomy, Forestry, and Soils)	3.0	5.4	0.6	2.4	4.3	4.2
Architecture	2.0	3.6	0.3	1.8	2.0	2.3
Art (For Example, Art Appreciation, Design, Drawing, and Sculpting)	4.0	2.6	5.5	3.5	5.8	4.3
Biological Sciences (For Example, Botany, Ecology, Predentistry, Premedicine, and Zoology)	9.4	11.8	7.1	11.6	4.7	2.9
Black Studies, Mexican-American Studies, or Other Ethnic Studies	0.2	0.2	0.2	0.2	0.4	0.4
Business (For Example, Accounting, Business Administration, Industrial Management, Marketing, and Finance)	13.3	16.3	10.1	10.3	16.3	29.6
Computer and Information Sciences (For Example, Programming and Systems Analysis)	1.7	2.3	1.1	1.7	2.0	1.3
Education (For Example Business Education, Elementary Education, and Physical Education)	11.8	6.5	17.2	12.0	11.4	10.5
Engineering (For Example, Chemical Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering)	5.2	9.9	0.2	5.6	4.2	4.6

2. Cont'd.

H. 1., Question 69 Cont'd.

Response	All Students	Sex		High School Program		
		Male	Female	Acad	Gen'l	Voc
English (For Example, Creative Writing, Linguistics, Literature, and Speech and Drama)	3.1	1.6	4.8	3.5	2.7	1.4
Foreign Languages (For Example, French, German, Italian, Latin, and Spanish)	1.4	0.2	2.6	1.8	0.7	0.2
Health-Related Careers (For Example, Nursing, Medical Technology, and X-ray Technology)	11.3	3.6	19.3	11.2	12.6	10.2
Home Economics (For Example, Dietetics, Family and Child Development, Nutrition, and Textiles and Clothing)	1.6	0.0	3.3	1.5	1.7	2.8
Interdisciplinary Studies	0.2	0.4	0.1	0.3	0.1	0.3
Journalism (For Example, Communications and Radio and Television)	1.9	2.2	1.6	2.2	1.6	0.9
Mathematics (For Example, Calculus and Statistics)	2.1	2.4	1.7	2.7	0.7	0.1
Music (For Example, Music Appreciation and Composition)	3.2	2.9	3.6	3.3	3.7	1.6
Philosophy or Religion (For Example Ethics, Logic, and Theology)	1.4	1.5	1.3	1.2	2.0	1.4
Physical Science (For Example, Astronomy, Biochemistry, Chemistry, Geology, and Physics)	2.5	4.0	1.1	3.1	1.3	1.1

2. Cont'd.

H. 1., Question 69 Cont'd.

Response	All Students	Sex		High School Program		
		Male	Female	Acad	Gen'l	Voc
Social Sciences (For Example, Anthropology, Economics, Government, History, Political Science, Prelaw, Psychology, Social Work, Sociology, and Urban Affairs)	17.0	18.0	16.0	18.4	15.2	9.3
Vocational or Technical (For Example, Automobile Repair, Carpentry, Computer Programming, Drafting, Plumbing, Stenography, and Television Repair)	3.6	4.7	2.5	1.8	6.7	10.7
Number of Students Answering Question	7689	3817	3813	5318	1578	681

PARTICIPATING INSTITUTIONS

Belfast Area High School	MID - COAST
Mt. View High School	
Searsport High School	
Rockland High School	
Georges Valley High School	
Medomak Valley High School	
North Haven High School	
Vinalhaven High School	
Islesboro High School	
Camden-Rockport High School	
Lawrence High School	GREATER WATERVILLE
Winslow High School	
Waterville High School	
Cony High School	GREATER AUGUSTA
Hall-Dale High School	
Gardiner Area High School	
Winthrop High School	
Monmouth Academy	
Richmond High School	

UNIVERSITY OF MAINE AT AUGUSTA

HIGH SCHOOL SENIOR SURVEY

TO THE STUDENT: The following questionnaire is being administered in selected high schools in Central Maine and Mid-Coastal area. Your response will help the planning for educational opportunities beyond high school in this area. Do not sign your name as the information obtained is confidential and anonymous.

1. Sex of respondent:

Male _____ (1)
Female _____ (2) 1

2. How many children (count yourself) are there in your family?

One	_____(1)	Five	_____(5)
Two	_____(2)	Six	_____(6)
Three	_____(3)	Seven	_____(7)
Four	_____(4)	Eight or more	_____(8)

2

3. What is the approximate annual income of your family?

Under 8,000	_____(1)
8,000 - 12,000	_____(2)
Over 12,000	_____(3)

3

4. Do you now have a full-time or part-time job.

Yes _____(1)
No _____(2) 4

5. Did your mother attend college?

Yes _____(1)
No _____(2) 5

6. If your answer to question #5 was yes, did your mother graduate from college?

Yes _____(1)
No _____(2) 6

7. Did your father attend college?

Yes _____(1)
No _____(2) 7

8. If your answer to question #7 was yes, did your father graduate from college?

Yes _____(1)
No _____(2) 8

9. In which high school program are you enrolled?

College Preparatory or Academic	_____(1)
Vocational, Technical or Industrial	_____(2)
Commercial or Business	_____(3)
General	_____(4)
Other	_____(5)

9

10. Are you in the upper half or lower half of your class?

Upper half	_____(1)	
Lower half	_____(2)	10
Don't know	_____(3)	

11. Check the one which most closely approximates your grade average in high school:

A Average	_____(1)	
B Average	_____(2)	
C Average	_____(3)	11
D Average	_____(4)	
Below D Average	_____(5)	

12. After graduation from high school, do you intend to go on for further education?

Yes	_____(1)	12.
No	_____(2)	

13. If yes, where do you intend to go to school? (Check all schools to which you are applying.)

University of Maine at Augusta	_____(1)	13
Another University of Maine campus	_____(1)	14
Unity/Thomas College or other (Provide)	_____(1)	15
A college or university outside of Maine	_____(1)	16
A two-year or junior college in Maine	_____(1)	17
A two-year or junior college outside of Maine	_____(1)	18
Kennebec Valley V.T.I. or Eastern Maine V.T.I.	_____(1)	19
Another Maine Vocational-Technical Institute	_____(1)	20
Another type of vocational or occupational program (example: beauty school, business school, hospital nursing program)	_____(1)	21

14. If you are not going on for further education, why not? (You may check as many as are appropriate.)

Lack of money	_____(1)	22
No interest in going on	_____(1)	23
My parents don't want me to go on	_____(1)	24
I have to go to work	_____(1)	25
I'm tired of school, had enough education	_____(1)	26
I can get ahead without a college education	_____(1)	27
I am going in the service	_____(1)	28
There are no programs nearby that interest me	_____(1)	29
I don't think I could get in with my high school record or background	_____(1)	30
I plan to be married	_____(1)	31
Other (specify) _____	_____(1)	32

15. Whether you are or are not going on for further education after high school, assume that you had your choice of going on to the following types of educational institutions after graduation. Which one would you choose if you were sure of being accepted at all of them?

(List on following page)

One of the University of Maine campuses _____(1)
A private college in Maine _____(2)
A college or university outside of Maine _____(3)
A community college within reasonable commuting distance of your home which offered two-year college programs plus the possibility of going on to a four-year college after the community college _____(4) 33
A vocational-technical institute _____(5)
Another type of vocational or occupational program such as beauty school, business school, or a hospital nursing program _____(6)
None. I'm not interested in continuing my education _____(7)

16. Assume that there was a community college established within reasonable commuting distance of your home, and that you could obtain a two-year (associate) degree plus have the possibility of going on to a four-year college after graduating from the community college. Do you think that you would attend such a community college.

Yes _____(1) 34
No _____(2)

17. What would the maximum distance you would travel to participate in these offerings?

10 miles _____(1)
20 miles _____(2)
30 miles _____(3) 35
40 miles _____(4)
Other _____(5)

18. If you answered yes to question #16, would you attend:

Part-time _____(1) 36
Full-time _____(2)

19. Assuming that the following associate degree (two-year) programs were available to you at a community college, check the three programs on these pages which would most interest you.

BUSINESS ADMINISTRATION 37-42

A. Accounting _____(01)
B. Banking & Finance _____(02)
C. Computer Sciences _____(03)
D. Secretarial Sciences _____(04)
E. Real Estate _____(05)
F. Insurance _____(06)
G. Marketing, Retailing and Merchandising _____(07)
H. General Business Management _____(08)
I. Hotel-Motel Management _____(09)
J. Food Services or Restaurant Management _____(10)
K. Transportation Management _____(11)

HEALTH SERVICES

A. Health Care Administration _____(12)
B. Licensed Practical Nurse _____(13)
C. Medical Laboratory Technician _____(14)
D. Registered Nurse _____(15)
E. Dental Assistant or Hygienist _____(16)
F. Therapy Assistant or Aide _____(17)
G. Allied Health and Social Science _____(18)

HUMAN SERVICES

A. Community Service Aide _____(19)
B. Criminal Justice _____(20)
C. Correctional or Probation Aide _____(21)
D. Law Enforcement Technology _____(22)
E. Public Administration _____(23)
F. Mental Health Technician _____(24)
G. Social Work Aide _____(25)
H. Recreation Aide or Management _____(26)
I. Child Development or Child Care Field _____(27)

LIBERAL ARTS

A. Art or Music _____(28)
B. General Education _____(29)
C. Liberal Studies _____(30)

MISCELLANEOUS

A. Marine Science _____(31)
B. Building Technology _____(32)
C. Mechanical Engineering Technology _____(33)
D. Electrical Engineering Technology _____(34)
E. Civil Engineering Technology _____(35)
F. Chemical Engineering Technology _____(36)
G. Artchitectual Engineering Technology _____(37)
H. Environmental Technology _____(38)
I. Animal Medical Technology _____(39)
J. Educational Aide or Assistant _____(40)
K. Communications _____(41)
L. Journalism _____(42)
M. Library Sciences _____(43)
N. Mathematic or Statistical Technician _____(44)
O. Biological Technology _____(45)
P. Others (Please specify) _____(46)

NCES 75-208

NATIONAL LONGITUDINAL STUDY

of the High School Class of 1972

Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category, and Father's Education

by
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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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HIGHLIGHTS

The high school experiences, attitudes, opinions, and plans of class of 1972 seniors differed in accord with their sex, high school program, ethnic membership, and father's education. Some of the differences among subgroups estimated from a probability sample of seniors who participated in the base-year survey of the National Longitudinal Study of the High School Class of 1972 are as follows:

Sex

- Girls made higher scores than boys on all survey tests except mathematics, reported higher school grades, and spent more time on homework but less time working at jobs.
- More girls than boys participated in extracurricular activities such as debating, drama, band, or chorus, and school newspaper, magazines, or yearbook; fewer girls participated in athletics.
- Almost as many girls planned to attend college as their major activity the year after high school, but far fewer planned eventually to attend a graduate or professional school after college.
- In career choice and life work, girls placed more stress on helping others and working with people rather than on things, and gave less emphasis to supervision, money, advancement, and leadership.

High School Program

- Vocational-technical (votech) students, in contrast with academic program students, tended to be older, to come from lower socioeconomic backgrounds, belong to minority groups, live in rural or farming communities, have less contact with guidance counselors (although more indicated school counseling provided help to them), and feel they had less control over their environment.
- More votech than academic students (37 versus 21 percent) spent at least 20 hours per week working at jobs.
- Except for vocational education and hobby clubs, votech students did not participate in extracurricular activities nearly as much as academic students.
- Only 13 percent of votech seniors (versus 76 percent) planned to go to a 4-year college or university or to a graduate or professional school after college; and only 22 percent (versus 60 percent) thought they definitely had the ability to complete college.
- Of those students planning to attend college the year after high school, more votech students intended to go to a 2-year college, and more indicated that being able to live at home while attending college was a very important consideration in their college choice.

Ethnic Category

- More blacks than whites reported that at least one other person depended on them for financial support; fewer blacks worked in a paid or unpaid job during their senior year.
- More blacks than whites said they had no choice in selecting a high school program because only one program was available or because they were assigned to it, and fewer blacks reported they were in academic programs.
- More blacks were critical of their schools and more thought their schools should have placed more emphasis on basic academic subjects. Blacks also were more likely to feel that various factors (insufficient teacher help, alienation, money problems, lack of parental interest, ill health, transportation) had interfered with their high school education.
- In selecting a job or career, blacks gave more stress than whites to monetary, prestige, and leadership factors.
- As reasons for working full-time rather than con-

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tinuing their education the year after high school, blacks gave more emphasis than whites to monetary considerations and lack of a school within commuting distance.

- Of those planning to go to college the year after high school, relatively more blacks than whites planned to attend a 4-year college or university rather than a 2-year college.

Father's Education

For convenience, seniors whose fathers were not high school graduates are referred to as "low-SES students" and seniors whose fathers were college graduates as "high-SES students":

- Relatively more low-SES students reported they were in vocational or technical programs and in general programs.
- Except for vocational education clubs, low-SES students participated less in extracurricular activities.
- More low-SES students indicated that the following things interfered with their high school education: worry over money problems, lack of parental interest, courses that were too hard, family obligations, and lack of good place to study at home; but fewer cited poor teaching.
- Fewer low-SES seniors planned to go to college as their major activity the year after high school, and fewer thought they definitely had the ability to complete college.
- Of those seniors planning to attend college the year after high school, more low-SES students planned to go to a 2-year college.

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